



# AHIS371

## Egypt in the Old Kingdom

S1 Day 2017

*Dept of Ancient History*

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## General Information

Unit convenor and teaching staff

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Lecturer and Tutor

Suzanne Eiszele-Evans

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Credit points

3

Prerequisites

6cp at 200 level including (AHIS178 or AHIS278 or AHST260)

Corequisites

Co-badged status

Unit description

The unit will examine the archaeological remains of the Egyptian Old Kingdom period from different sites. Art, architecture and material culture from funerary contexts will also be examined. Special emphasis will be given to understanding the administrative system and the daily life of the Egyptians in the period. A study of the important texts of the period in the original language will be undertaken and these include the Westcar Papyrus and the biography of Weni.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Find, analyse and interpret primary and secondary sources and present the information in an oral format.

Work with and respond to the views of staff and other students in the unit in an oral form.

Actively participate in group discussion.

Plan and revise work according to the unit schedule.

Transliterate and translate passages from seen and unseen Old Kingdom texts.

Analyse and express your judgement about historical issues in an oral and written form.  
Interpret written and archaeological evidence with appreciation and understanding.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Tutorial Participation</u>	5%	No	Weekly
<u>Group Presentation, Discussion</u>	20%	No	Weeks 3, 5, 7, 9, 11
<u>Two Translation Tests</u>	25%	No	Weeks 6 and 9
<u>In Class Essay</u>	25%	No	Week 10
<u>Final Translation Test</u>	25%	No	Week 11

### Tutorial Participation

Due: **Weekly**

Weighting: **5%**

Your tutor will look for evidence that you are sufficiently well-informed to contribute to discussions on topics presented and that you are able to express the concepts from this data in verbal form.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

### Group Presentation, Discussion

Due: **Weeks 3, 5, 7, 9, 11**

Weighting: **20%**

In the first lecture you will be assigned one of the group presentation topics to present to the class in a specific session. Each student will then submit an essay on a specific aspect of the topic. We aim to have one group presentation per session that will last for **40 minutes** and allow for 15 minutes of discussion and question time. *Each group is asked to submit copies of a one*

*page written summary with a list of references used to your tutor and to each student one week before your presentation.*

You must submit your essay in the week *following* the presentation.

*Length of essay:* 1000 words

The **tutorial presentations will start in week 3** and the list of tutorial topics are:

1. Argue for or against: Did the Egyptian woman have equal rights to the Egyptian man in the Old Kingdom? Provide evidence to support your argument. (Week 3)
2. Argue for or against: Did Old Kingdom tomb wall scenes aim at helping the deceased in the hereafter or to memorialise his/her achievements? (Week 5)
3. Argue for or against: At the end of the Fourth Dynasty, a new title was added to the royal titulary: 'son of Ra'. Did this strengthen or weaken the pharaoh's position? (Week 7)
4. The tomb of the dwarf Seneb has been dated to either Dynasty 4 or Dynasty 6. Argue for one of these dates and against the other. (Week 9)
5. Argue for or against: The Old Kingdom administration was gradually democratised from Dynasty 4 to Dynasty 6. (Week 11)

Your essay will essentially follow a similar structure and methods as your presentation, simply in a written format with introduction, body and conclusion and references to support your statements.

Final checks to be made before submitting your essay:

- that the pages are numbered and in the correct order;
- that you have written the actual word-length in your essay on the coversheet;
- that you have a copy of your assessment tasks;
- that you have attached a signed copy of the Faculty of Arts essay coversheet after having read the information on the reverse side. Copies of the cover sheet may be found on the ground floor of W6A or online at <http://www.anchist.mq.edu.au/teaching.html>.
- Your signature is essential to verify that it is entirely your own work. The University defines plagiarism in its rules: 'Plagiarism involves using the work of another person and presenting it as one's own' and it carries significant penalties. Information about plagiarism can be found in the *Handbook of Undergraduate Studies* and at: <http://www.student.mq.edu.au/plagiarism>.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information

in an oral format.

- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.
- Plan and revise work according to the unit schedule.
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

## Two Translation Tests

Due: **Weeks 6 and 9**

Weighting: **25%**

The hieroglyphic texts to be translated in each class are included at the back of this unit outline. You will be asked to **transliterate and translate** a short passage from these texts and show knowledge of the grammar of Egyptian hieroglyphs.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Interpret written and archaeological evidence with appreciation and understanding.

## In Class Essay

Due: **Week 10**

Weighting: **25%**

The questions will relate to the presentations and discussions on Old Kingdom history and culture. You will be asked to write **one essay** within **50 minutes**.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Plan and revise work according to the unit schedule.
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

## Final Translation Test

Due: **Week 11**

Weighting: **25%**

The final test will be an **unseen** text from the Old Kingdom and you will be asked to **transliterate and translate** a short passage using a dictionary and grammar book and show knowledge of the grammar of Egyptian hieroglyphs.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Interpret written and archaeological evidence with appreciation and understanding.

## Delivery and Resources

### Lecture

*Time:* Tuesday 2-5pm *Location:* X5B 143

### Required and Recommended Texts and/or Materials

There are no required textbooks for this unit.

### Unit Webpage and Technology Used and Required

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g. internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

## Unit Schedule

Wk	Date	Lecture	Tutorial	Assessment
1	Tuesday 28.02.2017	<ul style="list-style-type: none"><li>• General introduction (N. Kanawati)</li></ul>	Allocation of presentation topics	None
2	Tuesday 07.03.2017	<ul style="list-style-type: none"><li>• Development of royal architecture: Dynasties 1-6 (S. Evans)</li><li>• Old Kingdom Texts (N. Kanawati)</li></ul>	No tutorial	None
3	Tuesday 14.03.2017	<ul style="list-style-type: none"><li>• Decoration of royal complexes: Dynasties 1-6 (S. Evans)</li><li>• Old Kingdom Texts (N. Kanawati)</li></ul>	Tutorial topic 1	Presentation 1
4	Tuesday 21.03.2017	<ul style="list-style-type: none"><li>• Development of elite tomb architecture: Dynasties 1-4 (S. Evans)</li><li>• Old Kingdom Texts (N. Kanawati)</li></ul>	No tutorial	None

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5	Tuesday 28.03.2017	<ul style="list-style-type: none"> <li>Decorative program of tombs of the elite officials, Dynasty 4 to 6 (S. Evans)</li> <li>Old Kingdom Texts (N. Kanawati)</li> </ul>	Tutorial topic 2	Presentation 2
6	Tuesday 04.04.2017	<ul style="list-style-type: none"> <li>How to date an Old Kingdom tomb? (N. Kanawati)</li> <li>Old Kingdom Texts (N. Kanawati)</li> </ul>	No tutorial	<b>Test I</b>
7	Tuesday 11.04.2017	<ul style="list-style-type: none"> <li>The monarchy and the priesthood (N. Kanawati)</li> <li>Old Kingdom Texts (N. Kanawati)</li> </ul>	Tutorial topic 3	Presentation 3
<b>Mid-semester Break (17.04.2016 – 30.04.2016)</b>				
8	Tuesday 02.05.2017	<ul style="list-style-type: none"> <li>Mereruka and Teti's succession to the throne (N. Kanawati)</li> <li>Old Kingdom Texts (N. Kanawati)</li> </ul>	No tutorial	None
9	Tuesday 09.05.2017	<ul style="list-style-type: none"> <li>Conspiracies in the Egyptian palace during the early 6<sup>th</sup> Dynasty (N. Kanawati)</li> <li>Old Kingdom Texts (N. Kanawati)</li> </ul>	Tutorial topic 4	<b>Test II</b> Presentation 4
10	Tuesday 16.05.2017	<ul style="list-style-type: none"> <li>The cattle count and dating in Old Kingdom Egypt (N. Kanawati)</li> <li>Old Kingdom Texts (N. Kanawati)</li> </ul>	No tutorial	<b>Essay</b>
11	Tuesday 23.05.2017	<ul style="list-style-type: none"> <li>The distinguished career of an Old Kingdom official: Weni (N. Kanawati)</li> <li>Old Kingdom Texts (N. Kanawati)</li> </ul>	Tutorial topic 5	<b>Final Test</b> Presentation 5
12	Tuesday 30.05.2017	<ul style="list-style-type: none"> <li>The reign of Pepy II and the fall of the Old Kingdom (N. Kanawati)</li> <li>Old Kingdom Texts (N. Kanawati)</li> </ul>	None	None
13	Tuesday 07.06.2016	Classes will be held if necessary	None	None

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.



## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.
- Analyse and express your judgement about historical issues in an oral and written form.

#### Assessment tasks

- Group Presentation, Discussion
- In Class Essay

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.
- Analyse and express your judgement about historical issues in an oral and written form.

#### Assessment tasks

- Tutorial Participation
- Group Presentation, Discussion

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

### Assessment tasks

- Tutorial Participation
- Group Presentation, Discussion
- Two Translation Tests
- In Class Essay
- Final Translation Test

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Plan and revise work according to the unit schedule.

- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

## **Assessment tasks**

- Tutorial Participation
- Group Presentation, Discussion
- Two Translation Tests
- In Class Essay
- Final Translation Test

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

## **Assessment tasks**

- Tutorial Participation
- Group Presentation, Discussion
- Two Translation Tests
- In Class Essay
- Final Translation Test

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in

order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### **Learning outcomes**

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

### **Assessment tasks**

- Group Presentation, Discussion
- Two Translation Tests
- In Class Essay
- Final Translation Test

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### **Learning outcomes**

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.
- Analyse and express your judgement about historical issues in an oral and written form.

### **Assessment tasks**

- Tutorial Participation
- Group Presentation, Discussion

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.

### Assessment tasks

- Tutorial Participation
- Group Presentation, Discussion

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.

### Assessment tasks

- Tutorial Participation
- Group Presentation, Discussion

## Topic Planner

### WEEK 1

**Lecture:** General Introduction

**Tutorial:** Allocation of presentation topics

### Tasks:

The first tutorial will be a general introduction to the tutorial structure and readings for this unit, an outline of the sources you should be using in your research as well as some general advice on presentation style.

For this week I would like you to get to know the types of online resources available for the Old Kingdom. The internet is a useful source of information, however please be careful of the sorts of sites you use and reference. Think carefully about whether the information you have used is reliable and I would generally stick to sites that are attached to an institution or a museum such as the Giza Archives Project from the Museum of Fine Arts, Boston. For this week's task please look up the following archival sites listed below:

- AEB (Annual Egyptological Bibliography- see the Reference desk in the MQ library) [www.aebnet.nl](http://www.aebnet.nl)
- ETANA (Electronic Tools and Ancient Near Eastern Archives) [www.etana.org](http://www.etana.org)
- The EEF Guide to Online resources for Ancient Egyptian Texts  
<http://www.geocities.com/TimesSquare/Alley/4482/EEFtexts.html> MFA
- Boston – The Giza Archives Project [www.gizapyramids.org/code/emuseum.asp](http://www.gizapyramids.org/code/emuseum.asp)

### Readings:

The second task for the week involves going to the Macquarie University library and locating these works in the Reference or the Ready Reference section. Please have a browse through these books to see how useful they are for your tutorial presentation:

- B. Porter, R. Moss, *Topographical Bibliography of Ancient Egyptian Hieroglyphic Texts, Reliefs and Paintings*, 8 vols. (Oxford, 1927-1952; second edition, J. Málek, 1960).
- W. Helck, W. Westendorff, *Lexikon der Ägyptologie*, 7 vols (Wiesbaden, 1972).
- D. Redford, (ed), *The Oxford Encyclopaedia of Ancient Egypt*, (Oxford, 2001).

## WEEK 2

**Lecture/tutorial:** Development of royal architecture: Dynasties 1-6

**Translation:** Old Kingdom text

### Tasks:

This week visit a few museum/university websites and have a look through the collection for Old Kingdom artefacts:

- Louvre Museum [www.louvre.fr/llv/commun/home.jsp](http://www.louvre.fr/llv/commun/home.jsp)

- Metropolitan Museum of Art, New York [www.metmuseum.org](http://www.metmuseum.org)
- Ashmolean Museum of Art and Archaeology [www.ashmol.ox.ac.uk](http://www.ashmol.ox.ac.uk) also the Griffith Institute [www.ashmol.ox.ac.uk/Griffith](http://www.ashmol.ox.ac.uk/Griffith)
- Petrie Museum of Egyptian Archaeology [www.petrie.ucl.ac.uk](http://www.petrie.ucl.ac.uk)
- University of Halle – Lepsius Project <http://edoc3.bibliothek.uni-halle.de/lepsius/>

### **Readings:**

This week I would like you to read brief outlines of the Old Kingdom in:

- D. Redford, (ed) *The Oxford Encyclopaedia of Ancient Egypt*, (Oxford, 2001), 585-605.
- B. G. Trigger, B. J. Kemp, D. O'Connor, A. B. Lloyd, *Ancient Egypt: A Social History* (Cambridge, 1983), 71-112.
- M. Lehner, *The Complete Pyramids*, (London, 1997), 72-137.
- M. Verner, *The Pyramids : The mystery, culture and science of Egypt's great monuments* / translated from the German by Steven Rendall, (New York, 2001), 174-234.

## **WEEK 3**

**Lecture:** Decoration of royal complexes: Dynasties 1-6

**Translation:** Old Kingdom text

**Tutorial Topic 1:** Argue for or against: Did the Egyptian woman have equal rights to the Egyptian man in the Old Kingdom? Provide evidence to support your argument.

### **Readings:**

- G. Callender, *In Hathor's Image, I: the Wives and Mothers of Egyptian Kings from Dynasties I-VI* (Prague 2011).
- E. Edel and S. Wenig, *Die Jahreszeitenreliefs aus dem Sonnenheiligtum des Königs Ne-user-re* (Berlin, 1974).
- H. Frankfort, *Kingship and the Gods: A Study of Ancient Near Eastern Religion as the Integration of Society and Nature* (Chicago, 1948).
- D. O'Connor and D. P. Silverman, *Ancient Egyptian Kingship* (Leiden, 1995).
- H. Goedicke, *Die Stellung des Königs im Alten Reich* (Wiesbaden, 1960).
- G. Jéquier, *Le monument funéraire de Pepi II*, 3 vols (Cairo, 1936-40).

- N. Kanawati, 'Polygamy in the Old Kingdom of Egypt?', *SAK* 4 (1976), 149-160.
- K. McCorquodale, *Representations of the Family in the Egyptian Old Kingdom* (Oxford, 2013).
- G. Robins, *Women in Ancient Egypt* (Harvard, 1993).
- W. K. Simpson, 'Polygamy in Egypt in the Middle Kingdom', *JEA* 60 (1974), 100-105.
- M. Verner, *The Pyramids: The Mystery, Culture and Science of Egypt's Great Monuments*, translated from the German by Steven Rendall (New York, 2001), 174-234.
- W. A. Ward, 'The Case of Mrs. Tchat and Her Sons at Beni Hasan', *GM* 71 (1984), 51-59.

## WEEK 4

**Lecture:** Development of elite tomb architecture: Dynasties 1-4

**Translation:** Old Kingdom text

**Readings:**

- A. Dodson, S. Ikram, *The Tomb in Ancient Egypt* (London, 2008), 78-124.
- N. Kanawati, *The Tomb and Beyond: Burial Customs of Egyptian Officials* (Warminster: c2001).
- W. S. Smith, *Art and Architecture of Ancient Egypt* (3rd edition, New Haven, 1998).
- G. A. Reisner, *A History of the Giza Necropolis I* (Cambridge, Mass., 1942).

## WEEK 5

**Lecture:** Decorative program of tombs of the elite officials, Dynasties 4 to 6

**Translation:** Old Kingdom text

**Tutorial Topic 2:** Did Old Kingdom tomb wall scenes aim at helping the deceased in the hereafter or to memorialise his/her achievements?

**Readings:**

- A. McFarlane and A.-L. Mourad (eds), *Behind the Scenes: Daily Life in Old Kingdom Egypt* (Oxford, 2014).



- Y. Harpur, *Decoration in Egyptian Tombs of the Old Kingdom: Studies in Orientation and Scene Content* (London, 1987).
- N. Kanawati, *The Tomb and Beyond: Burial Customs of Egyptian Officials* (Warminster: c2001).
- N. Kanawati et al., *Mereruka and His Family, Parts I-III* (Oxford, 2004-2011).
- B. E. Shafer, (ed.) *Temples of Ancient Egypt*, (London, 2005), 31-63.
- I. Shaw and P. Nicholson, *The British Museum Dictionary of Ancient Egypt* (London, 2002), 10-11.
- W. S. Smith, *A History of Egyptian Sculpture and Painting in the Old Kingdom* (New York, 1978).
- S. Quirke, *The Cult of Re – Sun Worship in Ancient Egypt* (London, 2001), 73-78, 84-90, 115-130.

## WEEK 6

**Lecture:** How to date an Old Kingdom tomb?

**Translation:** Old Kingdom text

**Readings:**

- K. Baer, *Rank and Title in the Old Kingdom* (Chicago, 1960).
- M. Baud, *Famille royale et pouvoir sous l'Ancien Empire égyptien*, 2 vols. (IFAO, 2nd edn. Cairo, 2005).
- N. Cherpion, *Mastabas et hypogées. Le problème de la datation* (Brussels, 1989).
- N. Kanawati, *Governmental Reforms in Old Kingdom Egypt* (Warminster, 1980).
- E. Martin-Pardey, *Untersuchungen zur ägyptischen Provinzialverwaltung bis zum Ende des Alten Reiches* (Hildesheim, 1976).
- J. Swinton, *Dating the Tombs of the Egyptian Old Kingdom* (Oxford, 2014).

## WEEK 7

**Lecture:** The monarchy and the priesthood

**Translation:** Old Kingdom text

**Tutorial Topic 3:** Argue for or against: At the end of the Fourth Dynasty, a new title was added to the royal titulary: 'son of Ra'. Did this strengthen or weaken the pharaoh's position?

**Readings:**

- J.P. Allen, *The Ancient Egyptian Pyramid Texts* (Atlanta 2005).
- R. O. Faulkner (trans.), *The Ancient Egyptian Pyramid Texts* (Oxford, 1969).
- E. Hornung, *Conceptions of God in Ancient Egypt: The One and the Many* (trans. J. Baines, London and New York, 1982).
- S. Ikram and A. Dodson, *The Mummy in Ancient Egypt. Equipping the Dead for Eternity* (Cairo, 1998).
- M. Lichtheim, *Ancient Egyptian Literature, vol. 1, The Old and Middle Kingdoms* (Berkeley, 1975).
- S. Quirke, *The Cult of Ra: Sun-worship in Ancient Egypt* (London, 2001).
- R. Shalomi-Hen, 'The dawn of Osiris and the dusk of the sun-temples: religious history at the end of the Fifth Dynasty', in P. der Manuelian and T. Schneider (eds), *Towards a New History for the Egyptian Old Kingdom: Perspectives on the Pyramid Age* (Leiden, 2015), 456-469.
- A. J. Spencer, *Death in Ancient Egypt* (Harmondsworth, 1982).
- J. H. Taylor, *Death and the Afterlife in Ancient Egypt* (London, 2001).

## WEEK 8

**Lecture:** Mereruka and Teti's succession to the throne

**Translation:** Old Kingdom text

**Readings:**

- P. Duell, *The Mastaba of Mereruka*, 2 vols (Chicago, 1938).
- N. Kanawati, *Mereruka and King Teti: The Power Behind the Throne* (Cairo, 2007).
- N. Kanawati et al., *Mereruka and His Family*, Parts 1-3 (Oxford, 2004-2011).

## WEEK 9

**Lecture:** Conspiracies in the Egyptian palace during the early 6<sup>th</sup> Dynasty

**Translation:** Old Kingdom text

**Tutorial Topic 4:** The tomb of the dwarf Seneb has been dated to either Dynasty 4 or Dynasty 6. Argue for one of these dates and against the other.

**Readings:**

- N. Cherpion, *Mastabas et hypogées d'Ancien Empire: Le problème de la datation* (Brussels, 1989).
- H. Junker, *Giza, vol. 5: Die Mastaba des Snb und die umliegenden Gräber* (Vienna and Leipzig, 1941).
- N. Kanawati, *Conspiracies in the Egyptian Palace: Unis to Pepy I* (London, 2003), 138-157.
- N. Kanawati, *Mereruka and King Teti: The Power Behind the Throne* (Cairo, 2007), 13-27.
- A. Woods, 'A date for the tomb of Seneb at Giza: Revisited', in A. Woods, A. McFarlane and S. Binder (eds), *Egyptian Culture and Society: Studies in Honour of Naguib Kanawati*, vol. 2 (Cairo, 2010).

## WEEK 10

**Lecture:** The cattle count and dating in Old Kingdom Egypt

**Translation:** Old Kingdom text

**Readings:**

- M. Lichtheim, *Ancient Egyptian Autobiographies Chiefly of the Middle Kingdom: A Study and an Anthology* (Göttingen, 1988).
- N.C. Strudwick, *Texts from the Pyramid Age* (Atlanta, 2005).

## WEEK 11

**Lecture:** The distinguished career of an Old Kingdom official: Weni

**Translation:** Old Kingdom text

**Tutorial Topic 5:** Argue for or against: The Old Kingdom administration was gradually democratised from Dynasty 4 to Dynasty 6.

**Readings:**

- H. M. Hays, 'The death of the democratisation of the afterlife', in N. Strudwick and H. Strudwick (eds), *Old Kingdom. New Perspectives: Egyptian Art and Archaeology 2750-2150 BC* (Oxford, 2011), 115-130.
- N. Kanawati, *Mereruka and King Teti: The Power Behind the Throne* (Cairo, 2007).
- N. Strudwick, *The Administration of Egypt in the Old Kingdom* (London, 1985), 9-52.
- M. Lichtheim, *Ancient Egyptian Literature, vol. 1, The Old and Middle Kingdoms* (Berkeley, 1975).

## **WEEK 12**

**Lecture:** The reign of Pepy II and the fall of the Old Kingdom

**Translation:** Old Kingdom text

**Readings:**

- K. Baer, *Rank and Title in the Old Kingdom* (Chicago, 1960).
- M. Baud, *Famille royale et pouvoir sous l'Ancien Empire égyptien*, 2 vols. (IFAO, 2nd edn. Cairo, 2005).
- N. Kanawati, *Governmental Reforms in Old Kingdom Egypt* (Warminster, 1980).
- M. Lichtheim, *Ancient Egyptian Literature, vol. 1, The Old and Middle Kingdoms* (Berkeley, 1975)